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ABSTRACT

These materials are intended to provide a workshop design for conducting a one-day staff training program for school personnel on the issue of sex bias in vocational education. The workshop is designed to aid school personnel in (1) identifying sex bias in vocational education programs; (2) understanding the legal requirements imposed on educational institutions to eliminate sex bias; and (3) developing a strategy for implementing programs to overcome the effects of previous sex bias in vocational education. Included in these workshop materials are a suggested workshop schedule, instructions for conducting the workshop, background information and resources for workshop leaders, a case study, and worksheets and instructions for small group exercises. These materials are intended to be used in conjunction with "Eliminating Sex Bias in Vocational Education: A Handbook for Administrative Personnel" (available separately--CE 027 023). (Workshop target audience is principals, deans of instruction, guidance counselors, district and county superintendents, program specialists, and directors of work experience programs.) (KC)

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ELIMINATING SEX BIAS IN VOCATIONAL EDUCATION

A WORKSHOP FOR ADMINISTRATIVE PERSONNEL

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GENERAL INSTRUCTIONS FOR WORKSHOP LEADERS

I. PURPOSE AND SCOPE OF MATERIALS

These materials are intended to provide a workshop design for conducting a one-day staff training program for school personnel on the issue of sex bias in vocational education. The overall purpose of this workshop is:

> To provide information and experience that will assist school personnel in (1) identifying sex bias in vocational education programs; (2) understanding the legal requirements imposed on educational institutions to eliminate sex bias; and (3) developing a strategy for implementing programs to overcome the effects of previous sex bias in vocational education.

The workshop is designed to be used in training programs with administrative personnel who have responsibilities that include vocational education or students within vocational education programs. It is anticipated that the audience will include personnel such as principals, deans of instruction, guidance counselors, district and county superintendents, program specialists, and directors of work experience programs.

Included within these materials are a suggested workshop schedule, instructions for conducting the workshop, background information and resources for workshop leaders, a case study and worksheets and instructions for small group exercises. These materials are intended to be used in conjunction with ELIMINATING SEX BIAS IN VOCATIONAL EDUCATION: A HANDBOOK FOR ADMINISTRATIVE PERSONNEL, Equal Rights Advocates, Inc., (October, 1979).

II. SUGGESTED WORKSHOP SCHEDULE

9:30 - 10:00 A.M. Welcome and Introduction

10:00 - 11:15 A.M. PART I: The Nature of Sex Bias in Vocational Education and its Impact

Overview Presentation	30 minutes
Worksheet 1	30 minutes
Reporting Session	15 minutes

11:15 - 12:30 P.M. PART II: The Legal Requirements

Overview Presentation	30 minutes
Worksheet 2	30 minutes
Reporting Session	15 minutes

1:30 - 2:45 P.M. PART III: The Dynamics of Change Within the Educational Setting

Overview Presentation	30 minutes
Worksheet 3	30 minutes
Reporting Session	15 minutes

2:45 - 4:15 PART IV: Developing and Implementing Creative Programs

Overview Presentation	30 minutes
Worksheet 4	45 minutes
Reporting Session	15 minutes

4:15 - 4:30 P.M. Conclusion

This workshop schedule is intended to be a guideline and anticipates an audience of 15 to 50. It also assumes most participants will not have an extensive familiarity with the subject matter covered. In the more specific instructions that follow, suggestions will be given for how the design might be adjusted to deal with smaller groups or groups that have more experience in dealing with the subject matter.

III. GENERAL RESOURCES FOR WORKSHOP LEADERS

The successful implementation of this workshop requires a comfortable familiarity with the subject areas covered as well as an understanding of the dynamics of conducting staff training workshops. Although each of the sections on specific workshop components that follow include resources appropriate to that subject, workshop leaders may also wish to review other workshop designs or manuals relevant to the topic of sex bias in vocational education. The following materials are recommended:

1. IMPLEMENTING TITLE IX: A SAMPLE WORKSHOP
   Resource Center on Sex Roles in Education
   National Foundation for the Improvement of Education
   1201 16th Street, N.W.
   Washington, D.C. 20036
   Price: $5.00

2. A HANDBOOK FOR WORKSHOPS ON SEX EQUALITY IN EDUCATION
   Sex Equality in Guidance Opportunities Project
   American Personnel and Guidance Association
   1607 New Hampshire Ave., N.W.
   Washington, D.C. 20009
   Price: Free

3. SEX EQUALITY IN VOCATIONAL EDUCATION: A CHANCE FOR EDUCATORS TO EXPAND OPPORTUNITIES FOR STUDENTS
Women's Educational Equity Communications Network
1855 Folsom Street
San Francisco, California 94103
Price: $3.50

4. STEPS TOWARD SEX EQUITY IN VOCATIONAL EDUCATION: AN INSERVICE TRAINING DESIGN
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education
1201 16th Street, N.W.
Washington, D.C. 20036
Price: unknown

IV. WELCOME AND INTRODUCTION

The purpose of the one-half hour introductory period is to both set a tone for the workshop and indicate to participants what they can expect from the day's activities. It is important to create an atmosphere that is relaxed and encourages participation and, at the same time, recognizes the seriousness of the subject matter. This is also an opportunity to impress upon participants the expertise available through the workshop leaders.

If the group is small, less than 12 participants, people might be asked to introduce themselves, briefly describe their responsibilities and identify what they hope to get out of the workshop. This will enable the workshop leaders to highlight aspects of the day's program in terms of the interests of the participants.

V. PART I: THE NATURE OF SEX BIAS IN VOCATIONAL EDUCATION AND ITS IMPACT

A. Objective

The purposes of Part I are (1) to provide information and experience that will assist education administrators to identify sex bias, stereotyping and discrimination within vocational education; and (2) to provide information that will enable education administrators to appreciate the serious economic and social effects of the historical sex-segregation of vocational training programs.

B. Overview Presentation

The overview presentation for Part I should include:

- a brief description of the traditional sex-segregation of jobs in the workforce, the participation of women in the workforce and the economic consequences of sex-segregation. The emphasis should be placed on the fact that most women work out of economic necessity and yet their earning power is only about half that of men.

- a brief description of the traditional sex segregation of vocational and occupational training programs and what contributes to perpetuating such sex-segregation.

- a discussion of how to identify policies, procedures and attitudes within vocational education that perpetuate sex segregation. The emphasis should be placed on subtle forms of sex bias. Very few schools will have policies that specifically discriminate. However, there may be numerous things happening within the school that have the effect of discouraging students from enrolling in courses non-traditional for their sex. Therefore, participants need to be encouraged to analyze seemingly sex-neutral factors to determine if there is a discriminatory effect for either male or female students. For example, clothing and equipment provided for certain courses is only available in large sizes. This may result in a teacher not allowing a female student to use certain equipment because it would be unsafe to do so.

The information necessary to prepare the overview presentation for Part I is available in Chapters I, IV and V of ELIMINATING SEX BIAS IN VOCATIONAL EDUCATION: A HANDBOOK FOR ADMINISTRATIVE PERSONNEL. Further information is available from:

1. The resources listed in Section III.

2. Women's Program Staff
   U.S. Office of Education
   400 Maryland Ave., S.W.
   Room 2141
   Washington, D.C. 20202

3. Women's Bureau
   U.S. Department of Labor
   450 Golden Gate Avenue
   San Francisco, CA 94102

C. Worksheet I

At the conclusion of the Overview Presentation, participants should be divided into small groups, with 4 to 6 people in each group. Each individual should be given a copy of the Case Study (Appendix A) and Worksheet 1 (Appendix B). Participants should be instructed to read the case study and, as a group, identify two situations that discriminate against either male or female students. Once that is accomplished, the group should consider the factors, one at a time, and determine:

1. Does it discriminate against males or females?

2. What are the possible negative effects on the female/male students experiencing the discrimination in terms of attitudes toward and expectations about work and job potential?

3. What are the possible negative effects on the group not discriminated against in terms of their attitudes toward and expectations about work?

4. Are there other factors that contribute to the negative effects of the discrimination of which a school administrator should be aware? What are those other factors?

D. Reporting Back Session

The reporting back session has purposefully been kept short to prevent participant boredom. It is recommended that only one group be asked to report back.

This is a good opportunity for the group leader to comment on the more subtle problems that participants may not have noticed. For example, most groups will select the guidance testing issue and the work-study issue. While exploring the possible effects of these problems, it is important to highlight staffing patterns and an apparent lack of commitment to ending sex bias as contributing factors. Some mention should be made of the withdrawal of students from non-traditional courses and the reasons why that might be happening.

VI. PART II: THE LEGAL REQUIREMENTS

A. Objective

The purposes of Part II are (1) to present information that will enable school administrators to understand the requirements that are imposed on them by law and what discrimination laws seek to accomplish, and (2) to provide some experience in identifying potential violations of law.

B. Overview Presentation

The overview presentation for Part II should include:

- a brief discussion of the historical pervasiveness of sex discrimination in education and the recognition by legislators that a legal incentive was necessary to improve the opportunities available to students, especially females.

- a description of Title IX and its implementing regulation.

- a description of Title II and those parts of its implementing regulation that are relevant to sex discrimination.

- a description of the California Five-Year Plan.

the consequences of being found in violation of Title IX or Title II.

The information necessary to prepare the overview presentation for Part II is available in Chapter II of the Handbook. Further information is available from:

1. The Title IX Primer
   PEER
   NOW Legal Defense and Education Fund
   1522 Connecticut Ave., N.W.
   Washington, D.C. 20036

2. Summary of the Regulation for Title IX
   PEER
   NOW Legal Defense and Education Fund
   1522 Connecticut Ave., N.W.
   Washington, D.C. 20036

3. Final Title IX Regulation Implementing Education Amendments of 1972
   Office for Civil Rights
   U.S. Department of Health, Education and Welfare
   Washington, D.C. 20201
   (or try a local office of H.E.W.)

4. Overcoming Sex Stereotyping in Vocational Education: A Summary of the Sex Equity Provisions of Title II of The Education Amendments of 1976
   Resource Center on Sex Roles in Education
   1201 16th Street, N.W.
   Washington, D.C. 20036

5. How to Erase Sex Discrimination in Vocational Education
   Women's Rights Project
   American Civil Liberties Union
   22 East 40th Street
   New York, N.Y. 10016

6. Title II Regulation
   Federal Register, Vol. 44, No. 56
   March 21, 1979

7. Sex Equity Co-ordinator
   Vocational Education Unit
   California Department of Education
   721 Capitol Mall
   Sacramento, CA 95814

8. Sex Equity Co-ordinator
   California Community Colleges
   1238 S Street
   Sacramento, CA 95814

C. Worksheet 2

This worksheet provides the opportunity for participants to attempt to identify legal violations. The group should be broken down into the same small groups that were used in Part I. Participants should be given Worksheet II (Appendix C); instructed to review the case study; and as a group develop two lists. The first list will be situations participants believe to be CLEAR violations of law and the possible repercussions for the school district. The second list will be those situations participants think might be violations but are questionable and what other information ABOUT THE SCHOOL DISTRICT participants would want to know before making a decision.

D. Reporting Back Session

It is recommended that only one group be asked to report back. Once they have completed their report, other participants should be asked if they have anything to add.

Violations of law are seldom clear cut. Group leaders should be prepared to explore the situations presented in the case study in terms of whether there is a discriminatory impact on students of either sex. If so, there is a potential violation of law. Group leaders should comment on the fact that one situation, in isolation, might seem minor. However, when it is placed in the context of other problems, it might indicate a series of factors that result in limiting the opportunities available to either male or female students and be legally impermissible.

VII. PART III: THE DYNAMICS OF CHANGE WITHIN THE EDUCATIONAL SETTING

A. Objective

The purpose of Part III is to provide information that will assist school administrators in understanding and identifying factors that encourage change and those that resist change which are important prerequisites for developing and implementing new programs.

B. Overview Presentation

The overview presentation for Part III should include:

- a discussion of the general dynamics of change including: (1) the recognition of a need for change; (2) a recognition of the driving and restraining forces that will be encountered; and (3) allowing time for people to experience and integrate the changes.

- a specific description of the kinds of barriers that will be encountered when dealing with males and females entering vocational training programs that are non-traditional for their sex.

The information necessary to prepare the overview presentation

for Part III is available in Chapters III, IV and V of the Handbook. Further information is available from:

1. Change Induction in Individual, Group and Organization
   Donald Klein
   Boston University
   Human Relations Center
   Boston, Massachusetts

2. Organizational Development in Schools
   R. A. Schmuck and M. B. Miles
   National Press Books
   Chapter 7: "Entering and Intervening in Schools"

C. Worksheet 3

The previous worksheets have provided the opportunity for participants to look at a hypothetical situation and try to identify the existence of sex bias and recognize the possible repercussions of such bias. With Worksheet 3, participants begin to move into the resolution stage by identifying the factors within the hypothetical situation that will encourage change and those that will resist change.

Once again, participants should be sent back to their small groups. They should each be given a copy of Worksheet 3 (Appendix D). To complete Worksheet 3, each group should review the case study and list each driving and restraining force they would expect to encounter if they were about to implement a program to achieve sex equity in District 41's vocational education programs.

D. Reporting Back Session

Only one group should be asked to report back on the driving and restraining forces they identified. Other groups should then be asked if they have anything to add to the list.

Workshop leaders should be prepared to comment on the interrelation of various restraining forces and the grouping of those forces for purposes of resolution. The most serious restraining forces must be neutralized before lasting and effective change can occur. It should be observed that restraining forces do not have to be turned into driving forces - although that might be great if it happened. The main task is to limit the resistance to the change. Some comment may also be made about maximizing the effect of driving forces.

VIII. PART IV: DEVELOPING AND IMPLEMENTING EFFECTIVE PROGRAMS

A. Objective

The purpose of Part IV is to provide information and experience that will assist school administrators in planning effective programs to achieve sex equity within their own vocational education programs.

B. Overview Presentation

The overview presentation for Part IV should include:

- a discussion of planning for effective and lasting change.

- a discussion of utilizing resources from both within and outside the educational setting.

- numerous examples of problems and approaches that should be considered in resolving those problems.

- as many practical ideas as possible that could be implemented by a school district with comments on cost and time effectiveness.

During the overview presentation the workshop leader should build upon the issues and concerns that were expressed during Parts I through III. For many administrators the problems will seem monumental when viewed in the context of their financial and staff limitation. During the overview presentation it should be emphasized that not everything can be resolved at once and plans and expectations should be realistic. For example, new non-sexist curriculum materials have recently become available. Most schools cannot afford to replace all of their curriculum materials at one time. Therefore, a plan to deal with sex bias in curriculum materials should include replacing them as the money is available to do so and developing supplemental materials or approaches whereby an instructor can overcome the effects of sex bias within the curriculum materials.

The information necessary to prepare the overview presentation for Part IV is available in Chapters III - V of the Handbook, and Sex Equality in Vocational Education: A Chance for Educators to Expand Opportunities for Students (listed in Section II).

C. Worksheet 4

Through the use of Worksheet 4 participants will build upon the information previously developed in order to focus on resolution and planning. Participants should be placed back in their small groups and given copies of Worksheet 4. This worksheet requires participants to select one of the legal violations they listed on Worksheet 2 and complete several tasks. First, they are asked to consider the effects/implications of that violation. Then participants are asked to focus on resolving the legal violation by considering corrective and remedial actions that should be taken by the school district. Finally, participants consider the restraining

forces that would be encountered in implementing the corrective and remedial measures they have recommended. The completion of Worksheet 4 requires participants to utilize and integrate the information covered in the previous aspects of the day's activities.

If the group of participants is small, this worksheet should be completed as a total group. The workshop leader can facilitate the group in completing the tasks. A blackboard or newsprint should be used for the group's responses to provide a visual record of working through the problem. If this procedure is utilized the Reporting Back Session will be unnecessary.

D. Reporting Back Session

This is probably the most important session of the day's activities because it provides the opportunity for the workshop leader to highlight the importance of prior activities in working toward resolution. One group should be asked to report back and their responses should be recorded on a blackboard or newsprint. Both workshop leaders and other participants should share their ideas and observations during the reporting back session.

IX. CONCLUSION

Several minutes should be spent summing up the day's activities and recommending resources that are available to school administrators in working toward sex equity within their local programs.

Workshop participants should be asked to complete an evaluation (Appendix F) prior to leaving for the day.

APPENDIX A

CASE STUDY

School District No. 41 is responsible for the elementary-secondary education of 7,200 students who attend eighteen elementary schools, six junior high schools, two high schools and one vocational school. The student population includes 1,600 Black students, 418 Spanish students, 23 Asian students, and 16 Native American students. The District employs 280 classroom teachers, counselors and paraprofessional personnel. Eighty-two percent of the elementary school staff and 48 percent of the secondary school staff are female.

The central administrative staff is headed by a team of six males. None of the principals in the District is female, but one female has been included in an administrative internship program provided by the District.

Fifteen percent of the Vocational Education staff have been with the district 20 or more years. An additional forty-five percent have been in their present jobs for ten or more years. The Vocational Education personnel is 48% female with no female staff teaching any traditionally male courses and no male teaching traditionally female courses.

Ms. Martin is an experienced auto mechanics teacher who has recently moved to the area. She applied for a teaching position at the Vocational high school. She obtained an interview with a member of the District personnel office and explained her interest in securing a position in this area. The interviewer reviewed her record and recommendations and commented on them favorably. The interviewer informed Ms. Martin that it would not be possible to offer her a position in auto mechanics this year because the one vacancy required a teacher who could also serve as coach for boys' basketball.

The District currently has a contract with the State that provides $80,000 for the development of model vocational programs. This is money made available by the Federal government pursuant to Title II. District 41 has submitted a self-study to the state. The District's Title IX Co-ordinator resigned in March of last year and a female with no experience was hired to begin in this position in September, 1979. Grievance procedures were developed in 1977 and distributed to all staff and students. Only three grievances have been filed. (They are attached to this description).

As part of their effort to comply with Title IX, the District changed all course titles and course descriptions that stated or implied the appropriateness of the course for only one sex. Thus, "Bachelor Living", for example, became "Skills for Single Living". At the same time, each student received notification of his/her rights to course access. While there was an immediate increase in enrollment of the non-traditional sex of 5.7%, eighty percent of these students withdrew before the completion of the course. The increase

in non-traditional enrollment was less than 1% the following semester. No attempt was made to identify the reasons for student withdrawals. Many of the vocational education staff have voiced the opinion that students don't want this type of change.

A committee to develop affirmative action steps in order to address the problem of enrollment imbalance met regularly during the academic year 1977-78. Their recommendations were submitted to the Central Office in June of 1978. No further action has been taken and the staff is generally unaware of what recommendations were made.

A committee was appointed last year to review all vocational education teaching materials for sexism. Some committee members had the impression that their task might be a result of the affirmative action committee's recommendations but this was not officially stated. The teaching materials committee met in February and April, 1978, but since the death of the chairperson in May the committee has not reconvened. No report of recommendations have been submitted.

Seven teachers from the district and no administrators attended a workshop last year on Title IX. Four of these teachers are teaching within the District this year, one in Vocational Education (Office), two in P.E. and one on the Elementary level. Of the other three, one is on leave, one died and one moved to another part of the state.

Enrollment in Vocational Education courses is as follows:

	Women	Men
Agriculture	2.0	98.0
Distribution	44.5	55.5
Health	92.2	7.8
Consumer & Homemaking	95.5	4.5
Occup. Home Ed.	86.7	13.3
Office	78.0	22.0
Technical	8.7	91.3
Trades & Industry	11.1	88.9
Special Programs	41.0	59.0

All Seventh-grade students in the District are given several vocational interest inventories to determine the general direction of their vocational interests. Each student is provided a report of results indicating how his/her scores compare with those of other students of the same sex who completed the test. The report provided to female students is based upon a listing of such occupations as secretary, clerk, teacher, nurse, dental technician, and other sex-stereotyped occupations. Similarly, the report provided to male students rates their interests in such vocations as auto mechanics, law, medicine, engineering, and other sex-stereotyped occupations.

Vocational education courses offered in District 41's non-vocational high schools include areas of general interest and usefulness to students such as accounting, typing, auto mechanics, sewing, cooking and woodwork. The high schools also have work-study programs and many students work part of the school day in positions similar to those which they plan to enter following high school. Although both boys and girls are participating in all of the classes, the District maintains separate referral lists for boys and girls because some of the participating employers have stated that they will not accept either boys or girls for particular types of jobs. The same separate lists are maintained for post-graduation referral purposes, and the District refers boys and girls according to the employer's preference.

TITLE IX GRIEVANCES RECEIVED
1979 - 80

1. Name of Grievant Sarah Jensen
   School or Position Bayview Junior High
   Address _____
   Nature of Grievance: In the fall our entire class was given the XYZ Vocational Interest Assessment by our counselor. Joe and I compared and found that we had different test booklets based on our sex. Later Joe had an Interpretation session with the counselor and was given a page that had a list of 40 occupations from which he selected dentist as an occupational interest. I was excited because that's what I want to do when I grow up. When I went to see the counselor I was given a sheet with 28 occupations on it, one of which was dental hygienist, but not dentist. Why can't I be a dentist if I want to, it's not fair.

2. Name of Grievant Timothy Goff
   School or Position Garber Vocational High School
   Address _____
   Nature of Grievance: I want to take the Advanced Food Preparation course. Mrs. Crocker will not let me register for the course because 9th grade cooking is a pre-requisite. I tried to take cooking in the 9th grade but they wouldn't let me because I was a boy. I explained to Mrs. Crocker that I cooked with my mother a lot and often made dinner for my family. She said it didn't matter.

3. Name of Grievant Cindy Murphy
   School or Position Dickenson High School
   Address _____
   Nature of Grievance: Mr. Smith does not like to have girls in his auto mechanics class. He calls males in the class "men" but always refers to females as "cute things". Whenever he mentions jobs in auto mechanics he always talks about boys and never mentions girls. When we are working, he assigns boys to do work and girls to help them. I never get a chance to use the equipment and tools by myself. When I told him I wanted to use the tools, he said my hands were too small.

APPENDIX B

WORKSHEET 1

IDENTIFYING SEX BIAS AND ITS IMPACT

Instruction: From the information provided in the case study, each group should identify two situations that indicate discrimination against either male or female students. For each situation, discuss and answer the following questions:

I. Situation 1

A. Identify the situation

B. Does the situation indicate discrimination against males or females?

C. What are the possible negative effects on the group (male or female) of students experiencing the discrimination? Consider attitudes and expectations about work as well as job potential.

D. Are there negative effects from this situation for the group not directly discriminated against? What are they?

E. Are there other factors that contribute to the negative effects of the discrimination? If so, what are they?

II. Situation 2

A. Identify the situation

B. Does the situation indicate discrimination against males or females?

C. What are the possible negative effects on the group (male or female) of students experiencing the discrimination? Consider attitudes and expectations about work as well as job potential.

D. Are there negative effects from this situation for the group not directly discriminated against? What are they?

E. Are there other factors that contribute to the negative effects of the discrimination? If so, what are they?

APPENDIX C

WORKSHEET 2

LEGAL REQUIREMENTS FOR ENDING SEX BIAS IN VOCATIONAL EDUCATION

I. List each situation in the case study that involves a clear violation of law by the school district, identify the law violated and note the potential repercussions for the school district.

VIOLATION OF LAW	LAW VIOLATED	POTENTIAL REPERCUSSIONS

II. List each situation in the case study that might involve a violation of law and what else you would need to know to make a comfortable determination.

POTENTIAL VIOLATION	NEEDED INFORMATION

APPENDIX D

WORKSHEET 3

DRIVING AND RESTRAINING FORCES THAT AFFECT SEX EQUITY

Instruction: In every organization there will be factors that encourage change (driving forces) and factors that resist change (restraining forces). Consider School District 41, as described in your materials, and identify the driving and restraining forces you would encounter if you were implementing a program to achieve sex equity in their vocational education program.

DRIVING FORCES	RESTRAINING FORCES

APPENDIX E

WORKSHEET 4

RESOLUTION AND PLANNING

Instruction: Choose one violation of law you identified on Worksheet 2, and complete the following tasks:

I. List two important implications that arise from this legal violation for students and/or the school district.

A.

B.

II. Identify the corrective actions that should be taken by the school district. Corrective actions are those things that should be done to stop the violation and insure legal compliance.

III. Identify the remedial measures that should be taken by the school district. Remedial measures are actions directed toward overcoming the effects of the identified violation.

IV. Choose one corrective action and one remedial measure listed above. For each, identify the restraining forces you would expect to encounter, and how each restraining force could be removed or overcome.

RESTRAINING FORCE	WAYS TO OVERCOME IT
A. Corrective Action:	
B. Remedial Measure:	

APPENDIX F

WORKSHOP EVALUATION

ENDING SEX BIAS IN VOCATIONAL EDUCATION

The purpose of this workshop was to provide vocational educators with some background information on the effects of sex bias, the legal requirements imposed on educators and how to implement change within educational institutions. We appreciate your taking a few minutes to fill out this evaluation so that future workshops will be as helpful as possible to participants.

1. Which of the day's activities were most helpful to you?

2. Which of the dav's activities were least helpful to you?

3. Today's workshop included presentations and tasks on (1) identifying sex bias and its effects; (2) legal requirements; (3) the dynamics of change; and (4) planning a change strategy.

a) To which of these activities would you prefer to see more time given?

b) To which of these activities would you prefer to see less time given?

4. General Comments: